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ASSIGNMENT BOOKLET 9A

Grade One Thematic
Module 9A: Days 1 to 9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

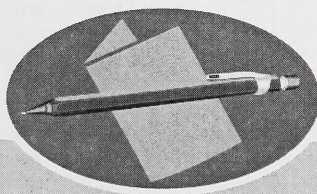
E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One Thematic

Module 9

Time to Celebrate **ASSIGNMENT BOOKLET 9A**



Learning
Technologies
Branch

Alberta
LEARNING

This product is the result of a joint venture with the following contributors:



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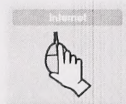
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Module 9A: Time to Celebrate
Assignment Booklet 9A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Grade One Thematic Assignment Booklet 9A

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic **Assignment Booklet 1A**

Day 6: Choice 1

Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.


upstairs
main floor
basement

2
1

upstairs
main floor
basement

2
1

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Day 1

Map of Canada

Do Part A if your student resides in Canada. Do Part B if your student resides outside Canada.

There is a map of Canada on the next page.

Part A

Make a coloured dot on the map of Canada to show where you live.

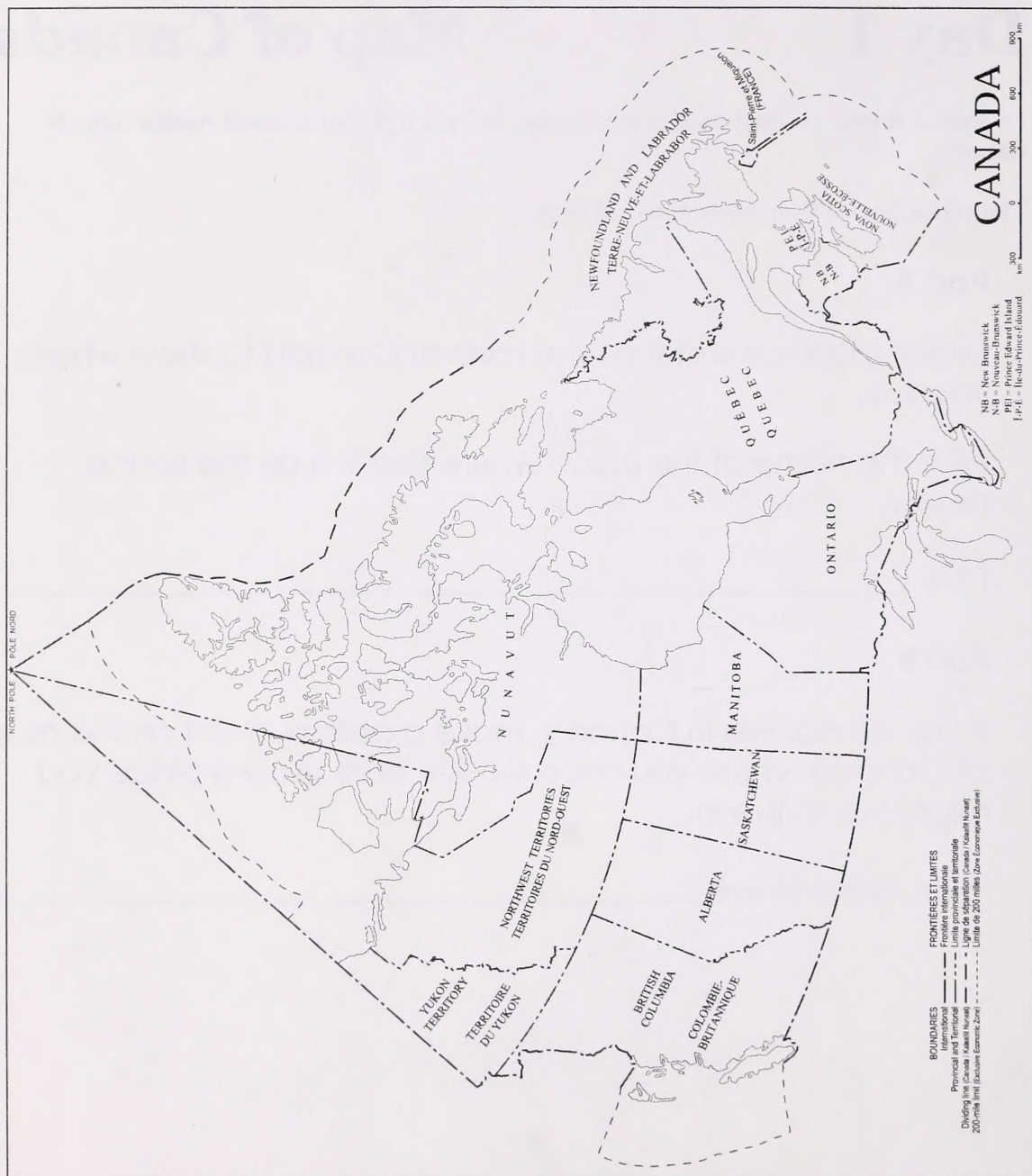
Print the name of the place where you live on the space below.

I live _____.

Part B

If you do not live in Canada, make a coloured dot on the map of Canada where you once did live or to show a place you might like to live in.

I would like to live _____.



¹ This information was taken from the Atlas of Canada (<http://atlas.gc.ca>) © 2003. Her Majesty the Queen in Right of Canada with permission of Natural Resources Canada.

Day 1

Come and Visit Me

What would you say to another child to tell about the place where you live? Complete the sentence beginnings.

Hello. My name is _____.

I live in (on) _____.

Come and visit me because

Draw a picture to go with your sentences.

Day 1

Learning Log

Home Instructor's Comments

What have you observed about your student's work habits, attitudes, and interests?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in beginning a new module |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is eager to learn about maps |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • takes responsibility for gathering and putting away materials |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to communicate ideas and opinions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • actively participates in all activities |

Add any additional comments regarding your student's work habits or attitudes toward schoolwork.

Student's Thoughts

Day 2

Learning Log

Home Instructor's Comments

What have you observed about your student's Social Studies skills? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes the globe as a model of Earth |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • distinguishes between land and water on the map |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify specified areas on a map |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify important information from resource materials |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • gathers information by surveying other family members |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is interested in learning about Canadian families |

Add any additional comments regarding the student's Social Studies skills or knowledge. You may also make general comments about the day's work.

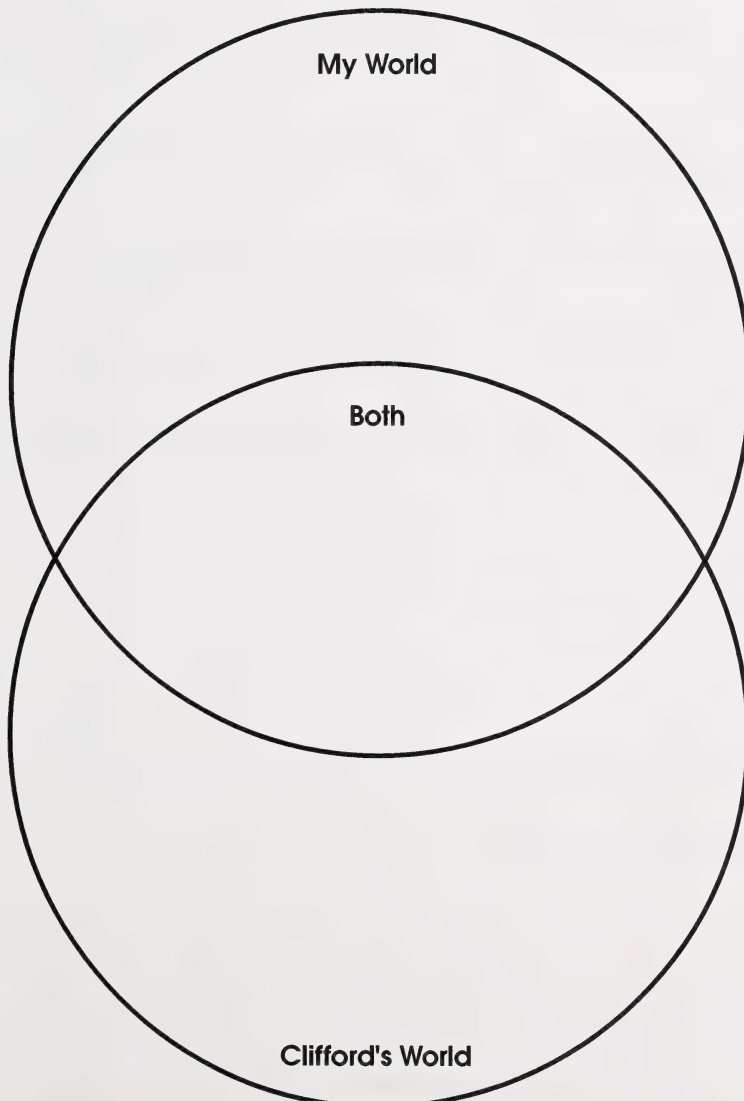
Student's Thoughts

Day 3

Spelling Pre-Test

Day 3 Clifford's World/My World

In the part of the circle called **Clifford's World**, list things that are found only in Clifford's world. In the **My World** circle, list things found only in your area. Where the circles overlap, list the things that are in both Clifford's community and your community.



Day 3

Learning Log

Home Instructor's Comments

What have you observed about your student's reading skills? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attempts to sound out words independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads forward in order to use the context of a sentence to figure out unknown words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses picture cues to help understand unknown words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes reasonable predictions of unknown words based on content and knowledge of sounds |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • rereads when the first reading does not make sense |

Please add any comments you have about the strategies your student uses in reading.

Student's Thoughts

Day 4

Printing

Think of a sentence for each of the words below. Print the sentences on the lines. Remember to do your best printing. Use capital letters and punctuation.

cherry

thank

white

sheep

Day 4

Finger Puppets



Maple Moose



Chelsey Chipmunk



Mrs. Garneau



Mrs. Doughty



Robert Brighteyes



Mrs. Brighteyes

Day 4

Finger Puppets Continued



Mrs. Smiranka



Charlie Akito

The Mrs. Akito puppet is for the second play.



Mrs. Akito

Day 4

Learning Log

Home Instructor's Comments

What have you observed about your student's participation and understanding of movement activities? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • demonstrates an understanding of rules and fair play in games |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys playing games with others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys doing independent movement activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows safe places to play |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • demonstrates body and space awareness |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries increasingly more challenging movement experiences as competency improves |

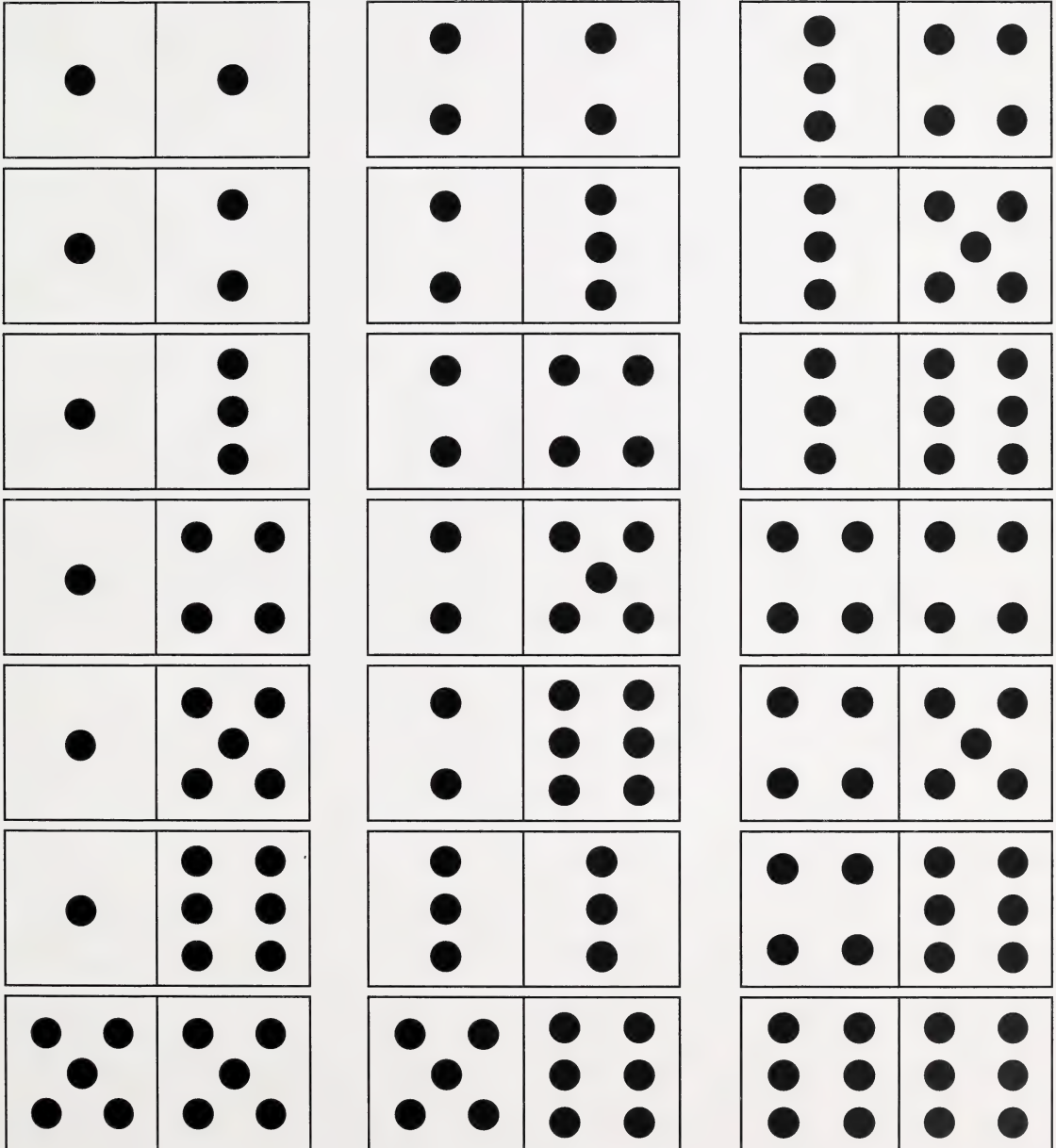
Add any comments you have about your student's physical development.

Student's Thoughts

Day 5

Dominoes

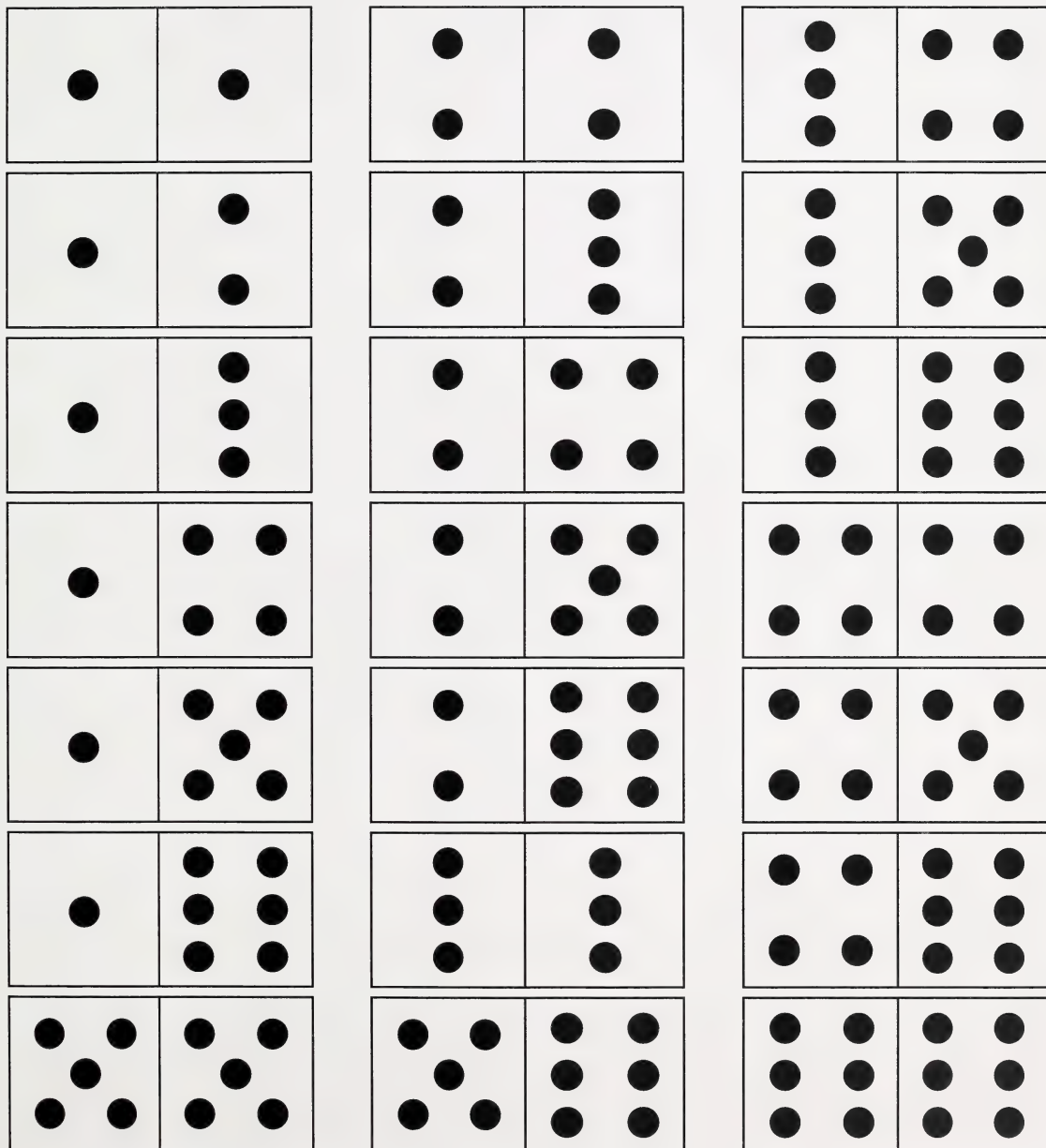
Cut out the domino cards.



Day 5

Dominoes

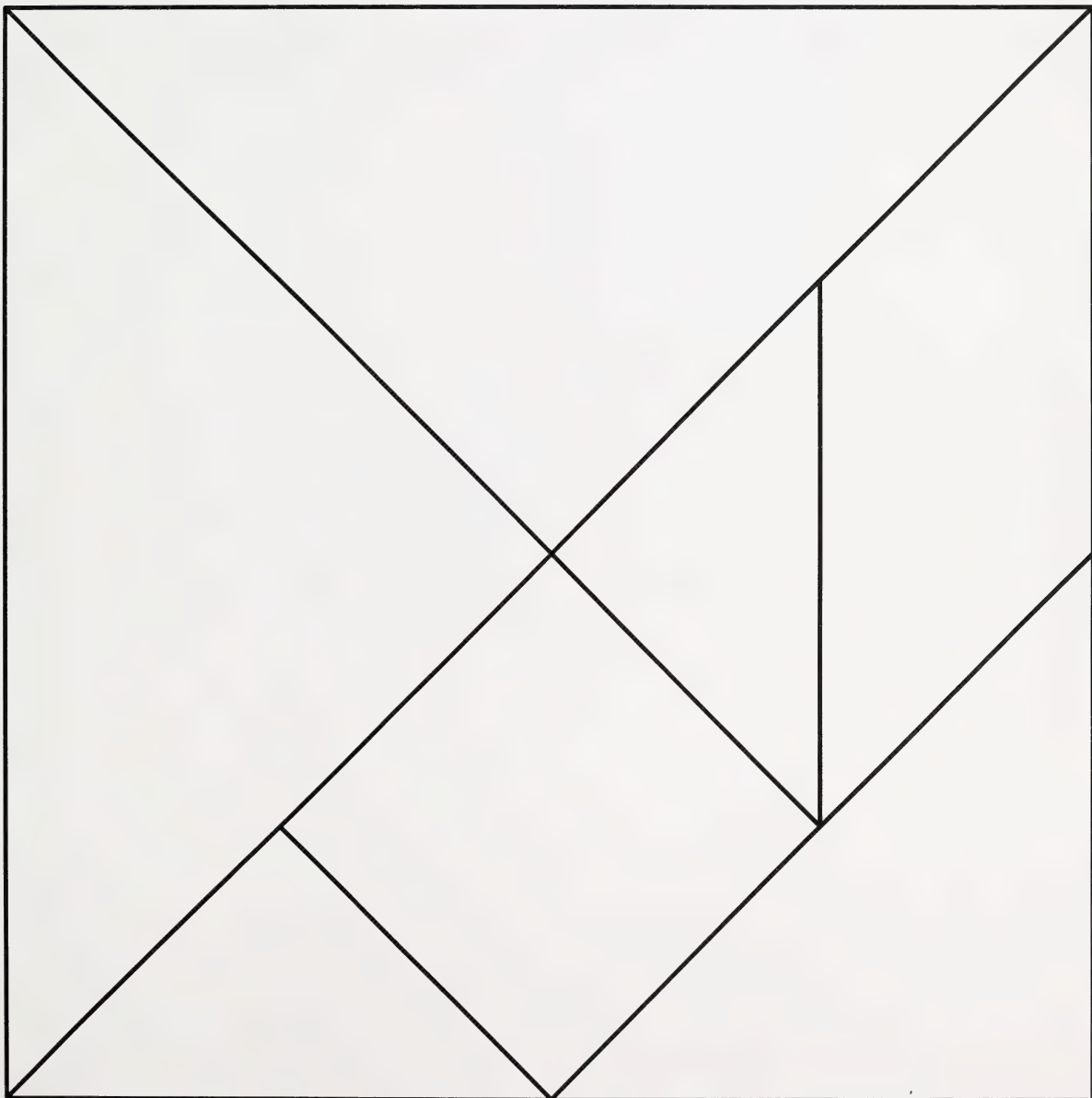
Cut out the domino cards.



Day 5

Tangrams

Cut on the black lines to make the tangram shapes.



Day 5

Learning Log

Home Instructor's Comments

What have you observed about your student's development in knowledge, attitude, and skills in Social Studies? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can name some traditions or celebrations in own family |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands ways that traditions are passed on, including different foods, clothing, language, celebrations, and recreation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows awareness and understanding that families may have different traditions or similar traditions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows respect for the traditions of others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows pride in personal heritage |

If you have any comments about your student's Social Studies skills or other activities from today, use this space to comment.

Student's Thoughts

Do you think it is a good idea to learn about the traditions of other families?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Day 6

“Double O” Words

Cut out the cards and sort the words into two piles. The “**spooky oo’s**” go in one pile and the “**looking oo’s**” go in the other pile.

tooth	school	room	moon	smooth	too
bloom	noon	pool	zoom	loon	spooky
cook	hook	book	good	foot	wood
took	stood	hood	wool	shook	brook

Day 6

Learning Log

Home Instructor's Comments

What have you observed about your student's language development? Check **yes** or **not yet**.

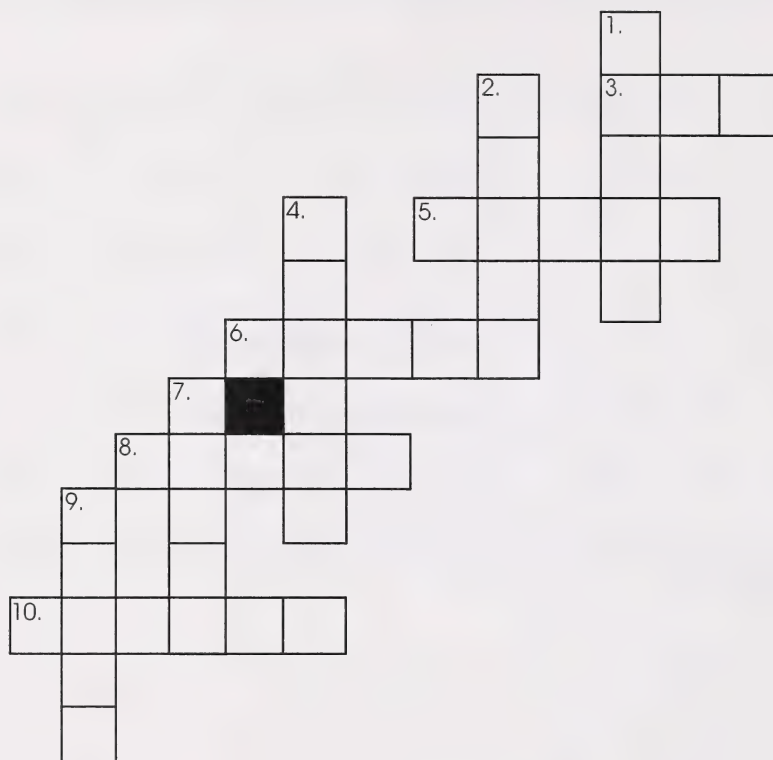
- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • independently raises questions about a topic |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions to gather more information |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions to clear up misunderstandings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions related to the content of pictures, stories, or conversations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens attentively to the answers to questions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows where to look for answers to questions |

Add any other comments you may have about the student's language development or questioning skills.

Student's Thoughts

Day 7 How Now, Brown Cow?

Can you solve this crossword puzzle? The words to choose from are printed beside the clues for the puzzle. Be careful! There are two extra words!



Across

3. This bird likes to fly at night.
5. Does a _____ live in your house?
6. One letter is a consonant, the other is a _____.
8. I _____ a penny on the ground.
10. The snow looked like a field of white _____.

house
powder
sound
owl

Down

1. Does a mouse live in your _____?
2. Sometimes our dog likes to _____.
4. The merry-go-round goes _____.
7. What is that _____ I hear?
9. There was a big _____ at the movie.

mouse
found
vowel
mountain
crowd
around
out
growl

Day 7

Learning Log

Home Instructor's Comments

What have you observed about your student's ability to work with others? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to work with partners or groups |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • helps others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks others for help |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • takes turns sharing information or ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses language to show respect and appreciation for others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes own contribution to the group |

Add any other comments you may have about your student's ability to work co-operatively.

Student's Thoughts

Day 8

Learning Log

Home Instructor's Comments

What have you observed about your student's ability to retell a story? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can recall the main events of a story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can put events in the correct order |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys retelling stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an understanding of the story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • personalizes the story by adding expression |

Add any other comments you may have.

Student's Thoughts

Day 9

Mascot and Mascot

Compare life in the country and life in the city. Under the country and city headings, write about life in each area. In the middle section, write about things that are the same in both the country and the city.

In the Country	Both	In the City

Day 9

Learning Log

Home Instructor's Comments

What have you observed about your student's skills in visual arts? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of brush strokes |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses art techniques that were taught this year |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • plans artwork before carrying it out |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to mix paint colours to form other colours |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • works harmoniously with others |

If you have any comments about your student's art skills or other activities from today, use this space to comment.

Student's Thoughts

Some things I would do differently next time I painted a mural are . . .

Grade One Thematic Assignment Booklet 9A Module 9A: On the Move Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with the checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1–9

- ☐ Thematic Assignment Booklet 9A (Check that all assignments are completed, including student activities and nine Learning Logs.)

Day 1

- ☐ *Level A: Modern Curriculum Press Phonics*, page 296

Day 2

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 297 and 298
- ☐ What I Know About Northern Canada page
- ☐ What I Would Like to Learn About Northern Canada page
- ☐ Sentences About Canada's North (Writer's Workshop)

Day 3

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 299 and 300 (optional)
- ☐ Writer's Workshop
- ☐ Journal Writing (An Experience in Northern Alberta)
- ☐ Painting of Where Clifford Lives

Day 4

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 303 and 304
- ☐ Journal Writing
- ☐ Writer's Workshop (optional)
- ☐ Interview Tape or Question and Answer page

Day 5

- ☐ Poem Booklet (Printing Activity)
- ☐ Writer's Workshop (Celebration Stories for January)
- ☐ Journal Writing (optional)

Day 6

- ☐ "Double O" Printing Page
- ☐ Taped Reading of "Our Family Comes from 'Round the World"
- ☐ Writer's Workshop (Celebration Stories for February)

Day 7

- ☐ What I Know About Japanese People chart
- ☐ What I Want to Learn About Japanese People and Their Culture chart
- ☐ What I Learned from the Story chart
- ☐ Retelling of the story "A Japanese Picture Bride" on cassette tape or scribed
- ☐ Writer's Workshop (Celebration Stories for March)
- ☐ Journal Writing (optional)

Day 8

- ☐ Printing Story
- ☐ Writer's Workshop (Celebration Stories for April)
- ☐ Families Come in All Sizes chart

Day 9

- ☐ Printing Sentences with Hard and Soft g
- ☐ Writer's Workshop (Celebration Stories for May)
- ☐ Journal Writing (optional)

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